

4 month reporting date 3/09/07 Received 3/09/07
 8 month reporting date 7/09/07
 12 month completion date 11/09/07
 Closed 3/09/07

Lead-Deadwood School District Improvement Plan/Progress Report

Principle : 3 – Appropriate Evaluation

Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

CFR 300.304 Evaluation procedures.

(b) Conduct of evaluation. In conducting the evaluation, the public agency must:

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child including information provided by the parent.

Through a review of student records 14, 21 and 22 at the middle school/high school level, functional assessment was insufficient to address the relevant functional, developmental and academic needs of the students. Through interview, staff was unsure of how to conduct functional assessment or what they could use to determine the skills needed by the student to advance in the general curriculum. Due to the lack of sufficient functional assessment data, the present levels of performance did not reflect specific strengths and needs based upon the skill area affected by the disability.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Lead/Deadwood school district will conduct functional assessments that are meaningful, sufficient, include parent input and student input at the transition level, to ensure that relevant functional, developmental and academic needs of students are met.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Functional assessments will be sufficient enough to reflect each student's specific strengths and needs in all skill areas affected by the disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

1. What will the district do to improve?

District certified staff will receive in-service/training on conducting appropriate functional assessments.

What data will be given to SEP to verify this objective?

The district will submit to SEP the date the in-service was held and documentation of attendance.

Timeline for Completion

Prior to
11/09/2007

Person(s) Responsible

All Sped Staff

Record Date Objective was Completed

Goal Met
3/09/07

Please explain the data (4 month) 1/16/2007 – Final IDEA Regulations Training Assessment was address. All certified Spec. Ed. Staff attended.
2/2/2007 – Functional Assessment Tools – Middle School certified Special Ed. Staff attended.

Please explain the data (8 month)

Please explain the data (12 month)

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<p>2. What will the district do to improve?</p> <p>Functional assessments will be conducted on students # 14 and 22 prior to their next annual review or their next re-evaluation, whichever comes first, that are meaningful, sufficient, and relevant; and the findings are reflected in the students' present levels of performance. Student Record #21 has since graduated.</p> <p>What data will be given to SEP to verify this objective?</p> <p>Copies of the completed Functional Assessments and corresponding present levels of performance from the IEPs will be submitted to the SEP.</p>	<p>Prior to 11/09/2007</p>	<p>Middle & High School Sped Staff</p>	<p>Goal Met 3/09/07</p>
<p>Please explain the data (4 month) Functional Assessment and Present Levels of Performance, student # 22 submitted/faxed 3/09/2007</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>3. What will the district do to improve?</p> <p>All re-evaluations and initial evaluations at the middle and high school level will have Functional Assessments and corresponding present levels of performance that are sufficient and relevant to the skill areas affected by the disability.</p> <p>What data will be given to SEP to verify this objective?</p> <p>Special Education Director will review all Middle and high school initial evaluations and reevaluations conducted within the reporting period and report to SEP the total number of evaluations reviewed and the total number which contained functional assessment and present levels of performance in all skill areas affected by the disability.</p>	<p>Prior to 05/25/2007</p>	<p>Middle and High School Sped Staff & Sped Director</p>	<p>Goal met 3/09/07</p>
<p>Please explain the data (4 month) 5 evaluations at the middle school/high school have been reviewed within the reporting period and 5 contain functional assessments and present levels of performance in the skill areas affected by the disability</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)

ARSD 24:05:24.02. Duties of a district after referral.

Upon receiving a referral the school district shall conduct an informal review or may proceed with the evaluation process. An informal review includes a conference, if appropriate and necessary, either in person or by telephone, with the person making the referral and a review of the student's school record.

CFR 300.304 Evaluation procedures

(c) Other evaluation procedures.

(4) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status and motor abilities.

ARSD 24:05:27.01.03. Content of individualized education program. Each student's individualized education program shall include:

(a) Meeting the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum; and

(b) Meeting each of the student's other educational needs that result from the student's disability;

Through file review and interview, the monitoring team concluded the district's procedures from informal review, through evaluation and development of the IEP did not consistently address the student's areas of potential disability. The district did not consistently address all the identified needs of the students, beginning with the referral through to the development of the students program. This resulted in areas affected by the student's disability that were left unaddressed by the IEP team. Examples of what the team found are as follows:

Student #1: The referral, informal review and evaluation showed evidence of behavioral concern. Scores from the behavior evaluation suggest clinically significant emotional issues however the IEP team determined the student to be eligible under the category of specific learning disabilities. The IEP did not contain a program or goals to address the student's behavior.

Student #4: The referral, informal review and evaluation showed evidence of behavioral concern. The students program did not address the issues related to the student's behavior.

Student #9: The student was referred for issues concerning written language, reading and attention. The issue of attention did not appear to be addressed during the evaluation. The student was determined eligible in the areas of written language and reading. The only skill area affected by the disability addressed in the IEP was written language.

Student #10: An IEP written for this student in February of 2006 included parental concerns regarding behavior and the student's attitude. This was appropriately addressed in the student's IEP goals. In March of 2006 the three year reevaluation was completed. The reevaluation did not include all areas of suspected disability since behavior was not addressed as part of the evaluation or included in the students IEP.

Student #23: An IEP written for this student in April of 2006 included parental concerns regarding the student's behavior. The student's reevaluation is currently being conducted and the issue of behavior has not been addressed in the evaluation process.

Student #18: The 2004 multidisciplinary team written report/eligibility document for this student indicated this student was eligible under the category of specific learning disabilities. This student moved to another district and was identified as emotionally disturbed. The student has now moved back to the Lead-Deadwood School district. There is no evaluation data in this students file to support the disability category of emotionally disturbed.

Student #13: This student has two separate IEPs. One IEP reflects their speech/language needs and the other IEP describes the special education program. All services must be on document in one IEP.

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<p>Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.</p> <p>The Lead/Deadwood school district will assess referred students in all areas of suspected disability and develop individual education programs that address all identified disabilities appropriately to ensure that the students' educational needs are met and the students are able to be involved in and progress in the general curriculum.</p>			
<p>Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)</p> <p>The Lead/Deadwood school district will develop procedures that will ensure that all areas of suspected disability are assessed and appropriately addressed in the IEP if identified as a disability.</p>			
<p>Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.</p>	<p>Timeline for Completion</p>	<p>Person(s) Responsible</p>	<p>Record Date Objective was Completed</p>
<p>1. What will the district do to improve?</p> <p>A new referral form and informal review procedure will be implemented that addresses each student's areas of concern specifically.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The Sped. Director will review all initial referrals and informal review procedures implemented during the reporting period and report to SEP the total number of students referred and the total number of times the referral, informal review, evaluation and IEP addressed the appropriate areas of disability.</p>	<p>05/25/2007</p>	<p>Sped Staff members IEPs & Sped Director</p>	<p>Goal Met 3/09/07</p>
<p>Please explain the data (4 month) The new referral form was distributed to Sped staff on 12/01/06 7 initial referrals were reviewed, informally reviewed, evaluations and IEPs addressed appropriate areas.</p>			
<p>Please explain the data (8 month)</p>			
<p>Please explain the data (12 month)</p>			
<p>2. What will the district do to improve?</p> <p>The district will review each student situation and meet to determine the necessary action to take, if any.</p> <p>What data will be given to SEP to verify this objective?</p> <p>The district will submit to SEP a brief summary of any changes the IEP team determined necessary.</p>	<p>Prior to 03/01/2007</p>	<p>Sped Staff members IEPs & Sped Director</p>	<p>Goal Met 3/09/07</p>

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Please explain the data (4 month) Student # 1 IEP addendum was developed on 12/11/2006 changing the student's classification to the more appropriated classification of Emotionally disturbed. Addendum faxed to SEP 04/23/2007.
 Student # 4 – IEP is scheduled for March 14, 2007, has been evaluated for behavioral issues and will have behavior goal in her new IEP 3/14/07.
 Student # 9 - After file review, no documentation of attention issues were found. The student was referred for math and reading; evaluated in math and reading, but qualified only in math. The IEP addressed the disability in math.
 Student # 13 – Student had two separate IEPs. IEP meeting was held on 1/27/2007 and the IEPs were consolidated into one document.
 Student # 18 – Student had no documentation for ED. ED was determined by prior placement at the Children's Home Society. Upon reintegration into the Lead-Deadwood district, ED was no longer a concern for evaluation and student only qualified as LD. Student has now left the district On 12/05/06.
 Student # 23 – In April 2006 behavior was a parental concern. During the re-evaluation process, behavior was no longer a concern. The student was exited from Special Education on 10/26/2006.

Please explain the data (8 month)

Please explain the data (12 month)

<p>3. What will the district do to improve? Technical Assistance will be provided to special education staff regarding the referral and informal review procedures which leads to developing the students program.</p> <p>What data will be given to SEP to verify this objective? The district will submit to SEP the form of technical assistance which was provided, the date and the list of recipients.</p>	<p>Prior to 1/01/2007</p>	<p>Sped Staff members IEPs & Sped Director</p>	<p>Goal Met 3/09/07</p>
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Please explain the data (4 month) Response to Intervention workshop October 30 and 31st. All certified spec. ed. Staff attended.
 New referral form was distributed on 12/01/2006 and referral procedures and informal review procedures were addressed. All but two certified staff were present.
 2/2/2007 – remaining two certified staff received inservice on referral and informal review procedures.

Please explain the data (8 month)

Please explain the data (12 month)

Principle: 5 – Individual Education Program

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Present levels: (Statement of present levels of performance that resulted in area of non-compliance)
CFR 300.320 (a)(7) Comment Initiation, Frequency, Location and Duration of Services
 What is required is that the IEP include information about the amount of services that will be provided to the child, so that the level of the agency's commitment of resources will be clear to parents and other IEP Team members. The amount of time to be committed to each the various services to be provided must be appropriate to the specific service and clearly state in the IEP in a manner that can be understood by all involved into the development and implementation the IEP.

Through interview and a review of student records 1, 2, 6, 8, 10, 16, 19, 20, 24 and 25 the monitoring team concluded the district did not specifically state the various services to be provided or the specific services to be provided in the IEP. The IEPs simply stated "special education services" along with a total amount of time and location.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

The Lead-Deadwood school district develop IEPs that include information about the amount of services that will be provided to the child , so that the level of the district's commitment of resources will be clear to parents and other IEP Team members.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

IEPs will be developed that specifically state the various services to be provided, total amount of time, and location in each skill or need area affected by the disability.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? District special education staff will receive in-service/training on how to address each service area appropriately when using the DDN Campus IEP software. What data will be given to SEP to verify this objective? Documentation and attendance of in-service training	Prior to 02/09/2007	Sped Director	Goal Met 3/09/07

Please explain the data (4 month) Training was given on 12/01/2006. All but two certified Sped staff were present. 02/02/2007 – Remaining two staff members received training addressing service areas appropriately.

Please explain the data (8 month)

Please explain the data (12 month)

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2. What will the district do to improve? Ten randomly selected IEPs developed during the 4 month reporting period will be reviewed to ensure that service areas are appropriately addressed. What data will be given to SEP to verify this objective? The Sped Director will report the total number of files reviewed and the total number of IEPs where specific services were documented.	Prior to 05/01/2007	Sped Director	Goal Met 3/09/07
Please explain the data (4 month) 28 IEPs were reviewed and 28 had specific services documented.			
Please explain the data (8 month)			
Please explain the data (12 month)			